



I-LINC
INCLUSION + ICT + LEARNING



EntreLearn

Entrepreneurial learning
toolkit for teachers



Introduction

Ideas and opportunities

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

Resources

- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilizing resources
- Financial and economic literacy
- Mobilizing others

Into action

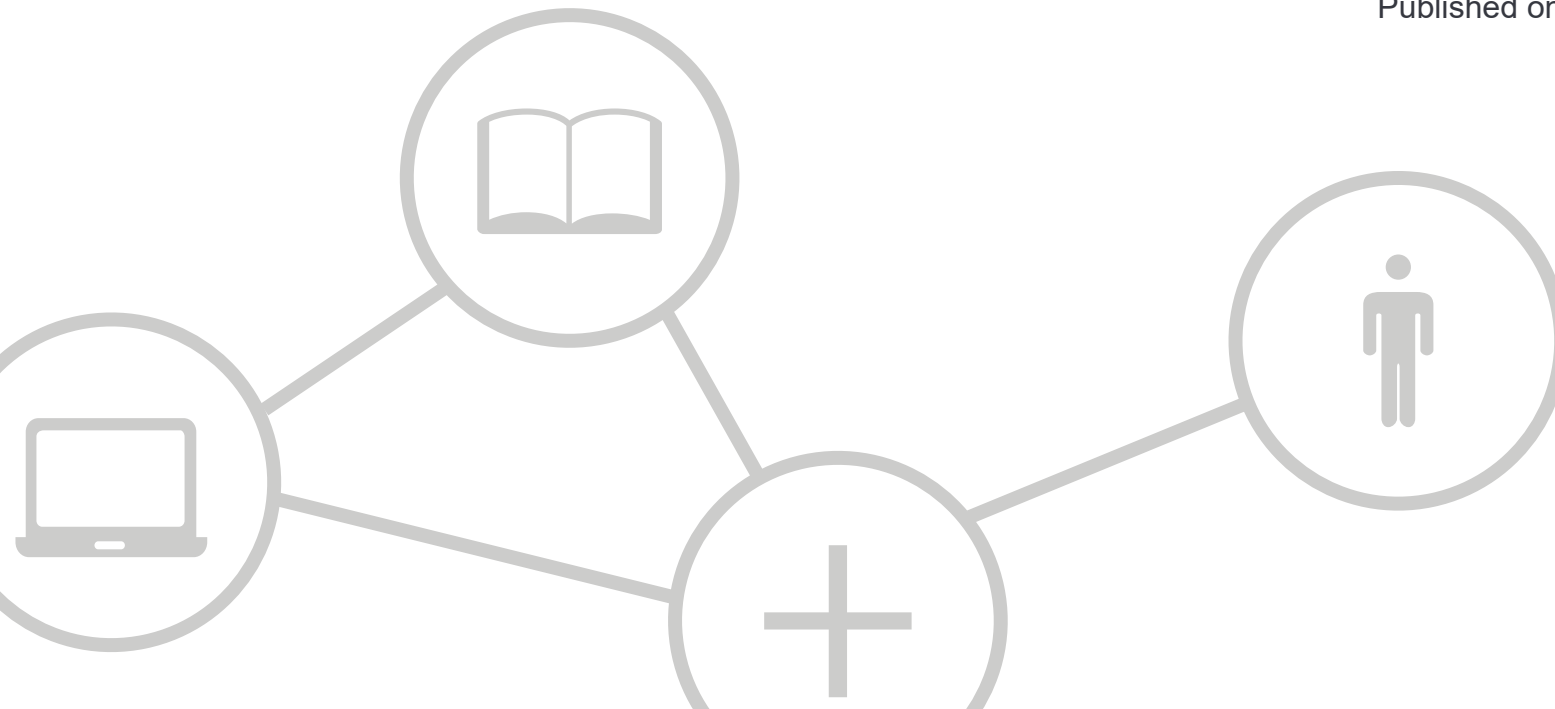
- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

This booklet, created by a teacher for teachers, provides plenty of ideas on how to boost a sense of initiative and an entrepreneurial mindset in your students. It applies to any school subject and any age group.

The booklet has been prepared and curated as a part of the I-LINC project by Kornélia Lohyňová, teacher at the Hotel Academy, Bratislava, and edited by European Schoolnet (Óscar Güell, Tomislava Recheva, and Anusca Ferrari).

The structure of the booklet follows the EntreComp Framework developed by the Joint Research Centre. The full framework can be found here: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

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INTRODUCTION

Entrepreneurship is not the realm of business people alone. Everyone can be or become entrepreneurial, everyone can foster entrepreneurship and a sense of initiative, everyone can engage in learning more about what entrepreneurship is and how this competence can benefit several aspects of our life. This booklet has been conceived as a support and inspiration to those teachers who are interested in entrepreneurship regardless of the subject and the age of the children they teach to.

What is entrepreneurship?

Entrepreneurship is the capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural, or social. Therefore, being entrepreneurial means much more than being ready to set up a business. It means being able to drive change, to take up challenges, to create value and improve the world we live in. Entrepreneurship applies to all spheres of life: leisure, learning, and work. Being entrepreneurial boosts personal development, engenders active participation in society, fosters employability, and allows people to grow and to take the future in their hands. Entrepreneurship as a competence applies to individuals and groups. Therefore, you can be entrepreneurial as a teacher. Your students can be entrepreneurial. Your class or school can as well become more entrepreneurial. Entrepreneurship applies to every domain: as it is about

value creation, the ideas turned into action can refer to cultural endeavours, artistic, social or commercial ones.

Why should I be interested in entrepreneurial learning?

Entrepreneurial learning is a method rather than a discipline. We learn how to become entrepreneurial by engaging in turning our ideas into action, not by learning how businesses run. You might be interested in entrepreneurial learning because you want your students to become more persuasive in their communication. Because you want them to be able to plan and organise their activities in order to reach their objectives. Because you wish to become pro-active yourself. Because you think that your students need support in getting independent. Several aspects of entrepreneurial learning, as they are presented here, support your students' empowerment and allow them to take their future in their hands.

How do I use this toolkit?

The competences that are part of entrepreneurship (as they are defined on the EntreComp framework) are here presented one by one. On the right hand side, you see the list of competences. For each competence, we suggest several lesson ideas and activities that apply to every subject and age group. Just click on the competence that interests you and be inspired.

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IDEAS AND OPPORTUNITIES

To be a successful entrepreneur, or to be successful at anything, you need to be able to recognise an opportunity when you see one, and to identify a problem and come up with a solution that creates value for others, be it innovative or not.

What can we do to develop this at schools? There are many activities you can implement in daily teaching already in the early school years and in any subject. Generation of ideas is an aspect that can be fostered from early childhood to later school years. Generating ideas helps learners to think about a problem, an issue, a topic. As teachers, we should always encourage students to think differently, to approach a subject from different perspective. We should encourage them to think autonomously.

Students will benefit from being the ones who spot new opportunities for learning and doing. Lessons are often organised for students to react to, rather than propose, a challenge to work on. What if we left more space and freedom to students to propose aspects that they are interested in working on? And what if we asked them to assess their own ideas, instead of us being, as teachers, the ones who have the final word on their outputs? Empowering students to learn and share in new ways will allow them to become independent adults who are able to take the future in their hands.

IDEAS AND OPPORTUNITIES

Based on
The Entrepreneurship
Competence Framework
@lohynova

Spotting opportunities
Use your imagination and abilities to identify opportunities for creating value

Develop creative and purposeful ideas

Creativity
Work towards your vision of the future

Vision

Make the most of ideas and opportunities

Valuing ideas
Assess the consequences and impact of ideas, opportunities and actions

Ethical and sustainable thinking

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Spotting opportunities

Do we provide enough time and space for students to create value for others? Learners can be very good at seeing and seizing opportunities and at improving their surroundings and community. Being able to spot opportunities means being able to listen to the needs of others, to look at the world that surrounds us, to make connections between different things to create an opportunity to be developed, to analyse the context we look at and understand it better. The activities collected below are enabling you and your students to look for opportunities and propose change.

1. Walking in other shoes

Split students into groups. Give each group the name of a “persona” (famous person, or representative of a certain profession, or tourist, etc.). Let students describe a typical day in the life of that “persona”. They can focus on details (how the persona gets up, has breakfast, uses transport, etc.). Ask students to note down the possible problems the “persona” faces during the day. You can give different “personas” to different groups, or the same one to all groups. Encourage groups to find possible solutions to the problems the “persona” might encounter.

2. What is it like to be a cat?

Put pupils in a situation that is unfamiliar and they will see the world in a different perspective and spot opportunities.

What is it like to be another person or an animal? Ask pupils to imagine they were a cat and try to reflect on what it is like to be a cat. What do cats see? What grabs their attention in a room? What comes to mind first? Are there any needs they have? Are there any problems they face? Let pupils imagine themselves also in other roles and ask them to brainstorm how they could help to solve problems or satisfy needs.

This activity has been developed by Andy Penaluna (@AndyPena).

3. Keep an Opportunity Journal



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There is no such thing as a problem, there are only opportunities! There are several solutions for every problem and each of those solutions will generate value for those touched by the problem.

It is useful if you praise children for pointing out small problems or setbacks in their lives that cause them distress. Inspire them to pay attention to the problems and complaints of their parents, friends or other people and to write down any bad experience in a journal.

Organise a “Suggestion hour” and brainstorm possible solutions to the problems. If pupils focus on positive solutions, instead of focusing on problems, they will learn to generate value creating ideas that may one day become reality, and to have positive mindset in the face of problems.

4. QR codes challenge

All around the school, scatter QR codes in several spaces: in the library, at the cafeteria, in the corridors. Each code challenges students to propose innovative ideas on how to use those spaces, or how to improve the use of those spaces, asking them what they would do if the school was theirs.

Through the QR code, they can share their opinions. For example: at the entrance of the school, they are asked how they would improve pupils’ arrival at the school. This activity will make them observe the problems at the school entrance (maybe too many students arrive at the same

time, or the corridor is too small, the pavement is slippery or there are not enough parking spaces). By observing the situation and proposing a solution, they are engaged in identifying the needs that arise from their environment and spot opportunities for change.

This activity has been developed by Elena Rodriguez (@iElenaR).

5. Suggestion box

Install a “Suggestion box” in your school or classroom and ask pupils to write ideas for improving the school environment. Inspire them to suggest any small change that would help make the school and classroom a better place to stay. Pay attention to the suggestions and if it is possible, challenge pupils to work on some of them and support them.



6. Problems in the news

Split students into groups. Give them magazines and newspapers. They could be focused on the specific topic you want to teach. Ask groups to find articles about problems in the community, accidents, misfortune, etc. Brainstorm ideas about why it happened, what went wrong, etc. Ask students to suggest solutions “How could this have been avoided?”

7. Go out and explore

Take pupils for a walk around the school or other places. Ask them to pay attention to what is there, what is missing and what should be there. Let them create questionnaires and ask questions to the people around them. They can ask people who are shopping, tourists, or people who are just walking around. They could ask questions like: what do they need, are they satisfied, what they wish they could buy but isn't available, etc.

8. Design Thinking

Design Thinking is a method of problem solving developed largely by Stanford University professors who sought to codify a product design process that emphasized creative solutions to meet users' needs. The idea has spread across the country and across disciplines.

Design Thinking is the confidence that new, better things are possible and that you can make them happen.

And this is an entrepreneurial approach. How does it work? There are ways to implement Design Thinking, as for example: <https://www.slideshare.net/lohynova/design-thinking-73093881>

You can find detailed description of the INDEX method (which is the alternative of the Design Thinking method) here: <https://www.slideshare.net/avitae/avitae-innovation-tutorial> ■

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Creativity

Children are not necessarily born creative. Moreover, as they grow older, they are often asked to set aside their creativity and focus on accuracy, critical thinking, logical reasoning. Nevertheless, lessons of any subject can provide the means and a fertile environment for the creative minds of our students to flourish. Developing a multitude of new (and valuable or purposeful) ideas supports students in looking at problems from a different perspective and allows them to be (or remain) open-minded and curious. We propose here some very simple activities that encourage your students to think creatively.

1. Brain writing

Many innovative ideas were created by teams of people who brainstormed and bounced ideas off others. Brain writing technique is an idea generating process that enables everyone in the group to participate. It is similar to brainstorming, but enables everyone equal opportunity to participate and think without any “blocking”. Split pupils into groups. Give each group a sheet of paper. At the top of the page, ask them to write down the problem they are trying to solve. It can be a different problem for each group. Give the group three minutes to



"Creativity now is as important in education as literacy and we should treat it with the same status." - Ken Robinson

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write down three ideas for how to solve the problem. After three minutes, move on to round two. Gather the papers and redistribute them. Ask every group to generate three more ideas on the new paper they have just received. They can build on the first three ideas that are already written, or think of three new solutions. The moderator decides how many rounds there are. When all rounds are finished, collect the papers, give back the original paper to each group and let them choose what solution would work best for solving the current problem.

2. Draw and Solve

The colours and the collaborative nature of the exercise will generate creative solutions! Staple a number of large sheets of paper around the room. Three to seven are usually enough. Have enough pens so that everyone can write. A variety of marker pens in different colours are useful. Present a problem or challenge. Ask the participants to go to a sheet one at a time and create a simple drawing based on associations with the problem. Do not use words. Do not use the whole page! Each person should then move to another sheet, and draw a new picture, building on what is already on the paper. In a short period of time the sheets will fill up. Ask the participants what they see in the pictures, what the pictures remind them of and how this can help to create ideas to solve the problem. Write down the new ideas!

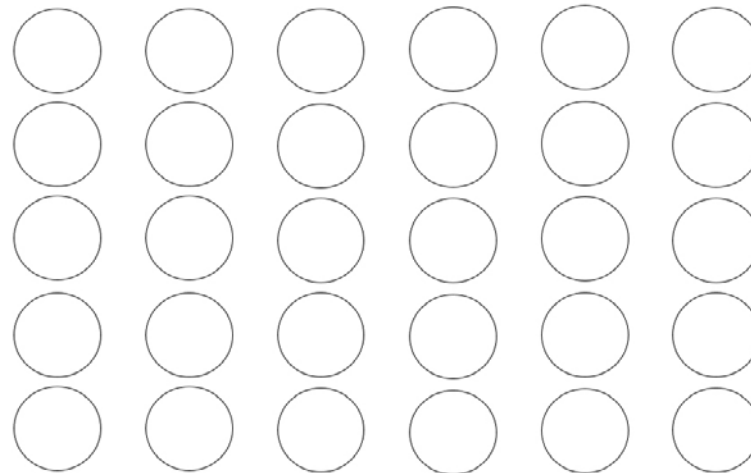
Activity taken from Creative Cards, www.testguide.eu

3. The 30 Circles method

This method was developed by Bob McKim (University of Stanford). It's a great warm-up and also highlights the balance between fluency (the speed and quantity of ideas) and flexibility (how different or divergent they are). It is suitable both as an individual activity or group activity. Give each participant one 30 Circles sheet of paper and something to draw with. Ask them to turn as many of the blank circles as possible into recognizable objects in 60 seconds. The goal is the quantity, not the quality.

Compare results. Ask how many people filled in 10, 15, 20, or more circles? Look for the quantity and variety of ideas. Were there similar drawings and ideas? How many circles did participants manage to draw? Did someone break the rules?

The 20 Circle Challenge. Turn as many of the blank circles as possible into recognizable objects in 60 seconds. Quantity is important, so don't think too much about the drawings, just sketch!



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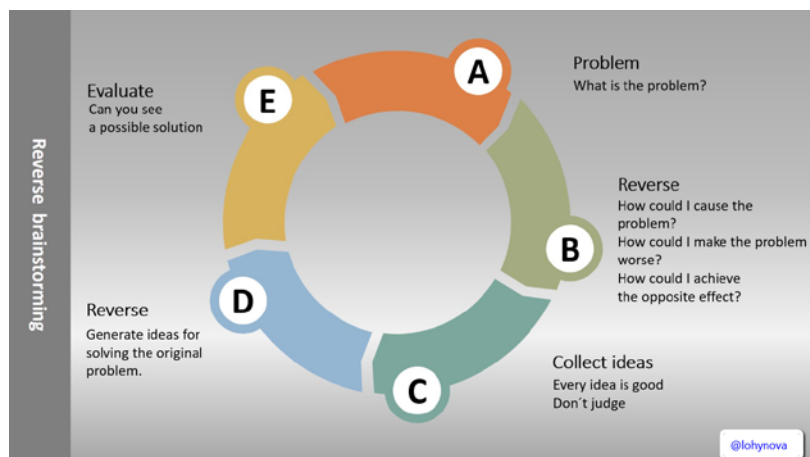
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4. Go Backwards (Reverse Brainstorming)

New ideas often appear if you turn everything upside down. Split pupils into groups and give them a problem to solve. Turn a problem or challenge on its head by asking: “How can you make the problem worse?” or “How can you achieve the opposite effect?” Let the group brainstorm the inverse problem to generate opposite solutions. Do not discard any suggested solutions! When the group has a satisfactory number of ideas, turn everything on its head again and generate ideas for solving the original problem.



5. “Three ifs”

It is useful to explain to pupils that often innovators don't come up with brand new ideas, but they take an existing concept and ask: “How can I improve it to make it better – or the best?” Challenge pupils to ask 3 “ifs” whenever

possible:

- What would happen if I change it? (product, service, system, etc.)
- What would I change or improve about this object if I wanted to use it in 5 or 10 years?
- How would I change it if I wanted to satisfy (a specific target group)?

You can change these questions according to your preferences, or let pupils create their own “Three ifs”.

6. What could it be?

Take a clothes hanger or any other simple everyday object at hand. Ask the groups of pupils to spend five minutes thinking of as many different uses for the object as possible. Quantity is more important than quality in this exercise! Review the exercise together. You can use reverse thinking or brainstorming by asking the question: “How can't you use this object?” ■

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Vision

Having a vision of how the future will look like, envisioning how the future will bring value to you and others, thinking and acting strategically to make this vision become a reality. All these abilities will empower your students to take the future in their hands, in enabling them to achieve their targets. Young people have great expectations about their future and are usually good at ‘imagining’ what it might be. However, teachers can support them in developing the abilities and strategies to make this vision happen. The ideas proposed below will tell you how.

1. Vision board

Successful people have a vision for their lives. Successful companies have their vision as well. They seem to know what comes next, like they’ve seen the future. Ask pupils to create their vision board. Their vision board will remind them of what they are working towards. Pupils can use vision boards to keep them motivated and focused.

Steps:

1. Ask pupils to think about these questions and answer them. Their answer would be the base for their vision.
 - What life do you want to have lived at age 20, 30, 40, 50, 60, 70, 80,...?
 - What kind of people do you want to be surrounded by?
 - What is special about you?
 - What are the greatest things you could accomplish?
 - What do you wish you could change about the world?

- What would you want people to say and remember about you?

2. Give them a large sheet of paper, glue, markers, pens, magazines that can be cut. Pupils should flip through the magazines and cut out images, words, that appeal to them according to their answers.
3. Let them arrange their images on the sheet of paper and paste them.
4. Ask them to write a list of the things they need to do to make their vision real.

2. Imagine

Select a picture that is colourful, surprising and interesting. The more original the better! Ask the groups to look at the picture for 30 seconds. Then tell them to close their eyes and think about the picture. Everyone should open their eyes again after 1 minute. Let them talk about what they see, what surprises them and what they are inspired by. The goal now is to make connections between the picture and a chosen problem.

Activity taken from Creative Cards, www.tesguide.eu

3. The school I’d like

In 2001 The Guardian launched a competition asking children to imagine their perfect school. In

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2011, they once again asked pupils for their views, and then a Children's Manifesto was created: <https://www.theguardian.com/education/2011/may/03/school-i-would-like-childrens-manifesto>

Ask your pupils to do the same in your school. Let them be creative and choose the way they would like to express their ideas. It could be a written outcome, but also video, audio, poster, story board, drama, image, etc.

4. Imagine Future

This simple activity can be used in any subject with any topic.

1. Pupils read an article about a certain topic (product, service, event) in the past or watch a video;
2. They compare it with present articles to see the change happening today;
3. Ask them to envision the future, to imagine what will happen in 20 years;
4. Pupils create their stories or images from the future;
5. Reflect on the future, why is thinking about the future valuable? Make pupils understand that they have a role in shaping the future and they should be prepared for it. ■

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Valuing ideas

All ideas are born equal. However, to make the most of ideas and opportunities that arise, we need to be able to assess the value and potential of the ideas and opportunities that we (or others) have generated or spotted. This goes from recognising the value of ideas that might be wrongly dismissed, to understanding how to make most out of an idea, to critically considering how this idea or opportunity can have an impact on ourselves, our network, our environment. Through the activities we suggest below, students will learn how to analyse, consider and judge ideas and opportunities and develop critical thinking abilities.

1. 4x3 SWOT

Choose an idea. Split pupils into groups. Groups then write down 3 positive aspects about the idea (strengths), 3 negative aspects about the idea (weaknesses), 3 opportunities and 3 threats (risks). Continue with questions: “How can the strengths and opportunities be developed? How can the weaknesses and threats be eliminated?”

2. Definitely not that one!

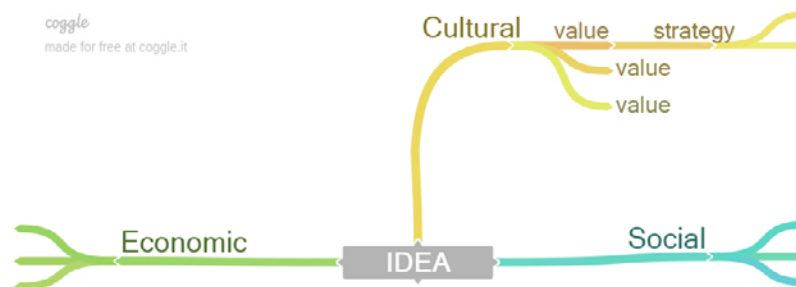
Choosing from among many options is difficult, but it is easier to find something bad than something good! It is not easy make a choice from many options. The method outlined here removes the bad choices.

Ask the group to look at all the ideas. Split the ideas into two categories: “No” and “Maybe”. If the group is in doubt, the idea should be placed in the “Maybe” category. Remind the group that the “Maybes” should include some fresh and exciting ideas, not just logical and objective ones.

Activity taken from Creative Cards, www.tesguide.eu

3. Mind mapping

Split pupils into groups. Write the idea (solution to a problem, need) in the middle of a big sheet of paper. Make three main lines connecting the idea, “economic”, “social”, “cultural”. Give pupils coloured pencils, markers. Pupils then write or draw what value that idea has from economic, cultural and social point of view. The next step is to suggest the strategy on how to get most out of it. Groups then present their own maps and create a final one. <https://www.slideshare.net/lohynova/mindmapping-77395585>



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4. Through coloured glasses

You can make paper glasses of four colours together with students and then follow these instructions:

1. Split students into groups of 5.
2. Choose a number of ideas and spend 5 minutes on each idea.
3. Brainstorm on the basis of the following parameters:
 - Blue: What facts do we know?
 - Green: What is positive about the idea?
 - Black: What is negative?
 - Red: What sort of feelings do we have when we realize the idea?
4. Let each group member in turn put on the glasses.
5. Write down the answers. The final step is to present the answers of the groups and to conclude. You can make variations of this activity according to your needs. For instance, each group will have different glasses and present their opinion on the same idea.

<https://www.slideshare.net/lohynova/valuing-ideas-77395565>

5. To clarify and see a broader picture

Split into groups of 3-6. Ask the groups to write down a specific problem in the middle of a large sheet of paper. The groups should now try to identify central, relevant factors relating to the problem. Write these down on Post-it notes and place them around the problem description. Stop after 4 minutes. Ask the group to look at the Post-its.

Can they prioritize and combine some of the notes? Ask the group to cut down the number of Post-its to 6. Let the picture be dynamic and move the notes around so that the group gains a common understanding of the problem.

Activity taken from Creative Cards, www.tesguide.eu ■

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Ethical and sustainable thinking

Are we challenging our students to think ethically and sustainably? Do we ever consider the impact and consequences of our actions for others and for the environment? Proposing reflections on ethical and sustainable aspects will allow our students to be or become aware of the world that surrounds them. The activities that are collected in this section allow your students to reflect along those lines and assess consequences and impact of their ideas and actions.

1. Dilemma scenarios

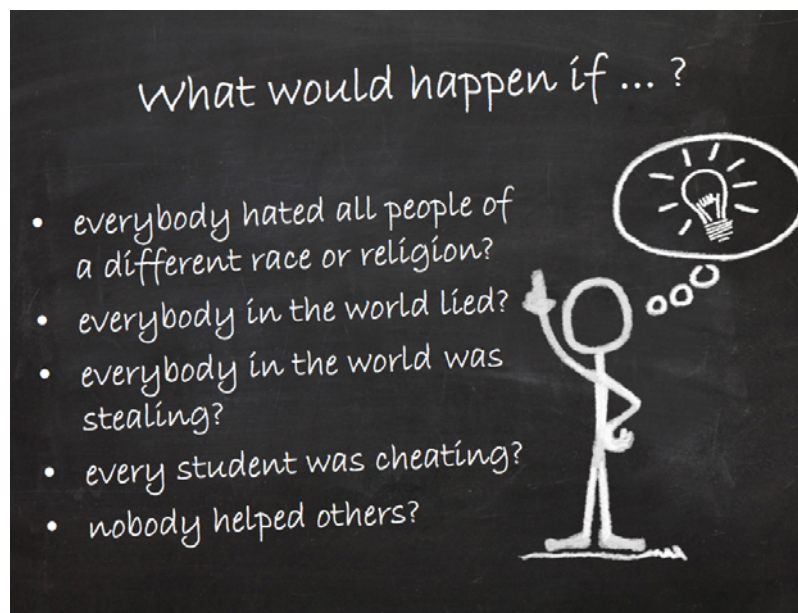
Solving real life dilemmas in class is a good way to introduce pupils to ethical thinking. Use scenarios – stories that can engage them and encourage to discuss and debate ethical issues. Prepare questions to spark discussion. You can find examples of real-life dilemmas here: <http://www.goodcharacter.com/dilemma/archive.html> Use different approaches like class discussion, class debate or written exercise:

- **Class Discussion** – is the action or process of talking about something in order to reach a decision or to exchange ideas. So, students share their views on the ethical situation presented.
- **Class Debate** – the class is divided into different groups and they put forward opposing arguments when talking about the ethical situation. This approach is good for having students look at alternative points of view.

- **Written Exercise** – students are asked to express their views in writing on the ethical situation presented. They can present and give and receive feedback from others.

2. What would happen if...?

Use reverse brainstorming with your pupils to consider everyday ethical problems. You can generate more questions, or ask pupils to do it. Discuss answers in groups. Let groups create a poster or a sketch of their outcomes. After this activity, ask them to write down their recommendations on how to behave ethically.



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3. Universal values

When you make choices that have to do with right and wrong, you make decisions that have to do with ethics. In fact, there are such things as universal values, meaning that no matter where you go, no matter what culture you may find, there are principles that everyone would agree are important to live by - see some in the image below.

Split pupils into groups. Ask them to list five common ethical issues that arise at school and list the universal values that arise related to each.

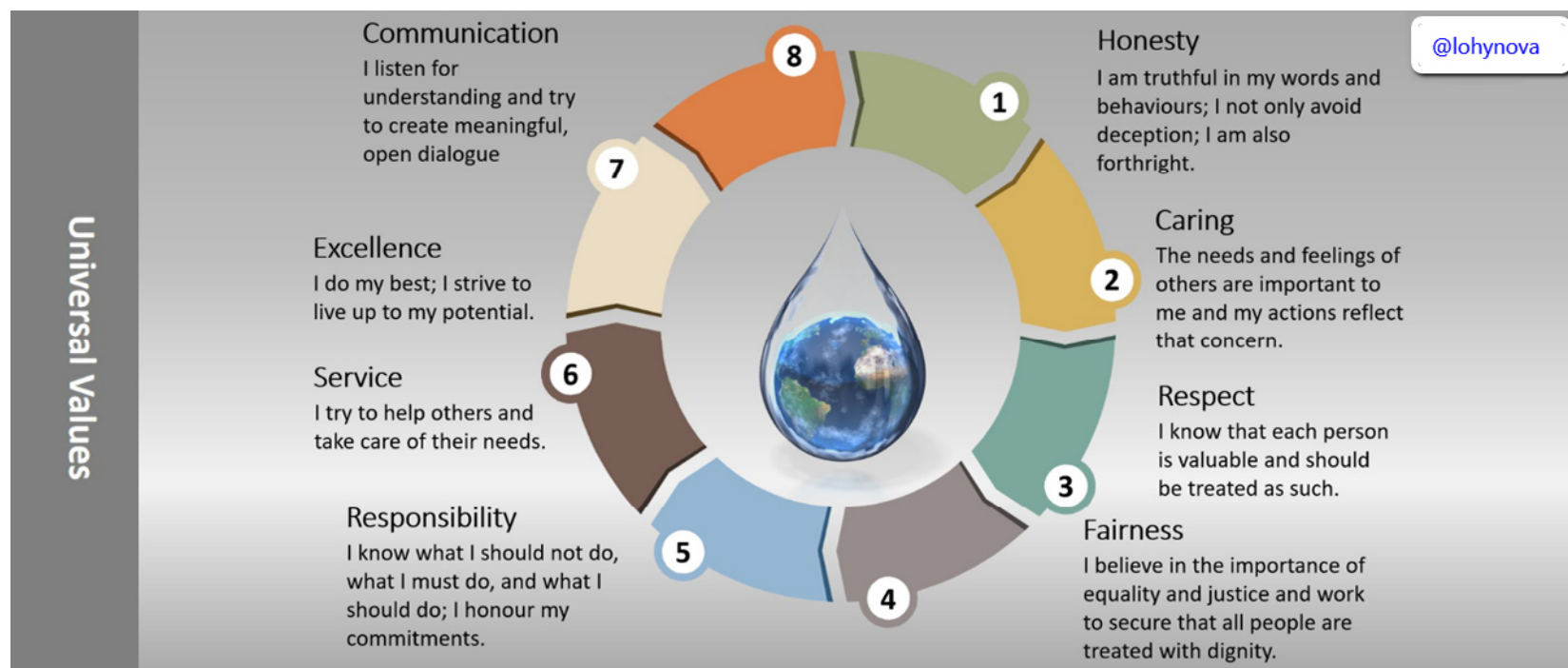
Before that, give examples of ethical issues that can arise at school - i.e. whether or not to make fun of someone,

what to do if someone makes a racist statement.

Groups can organise their information in a T-chart. The chart has two columns labelled “Common Issues at School” and “Universal Values.” They then write the appropriate information in the space below.

Encourage students to look back over their T-charts and think about which values are most important. Brief class discussion: Which values should guide our classroom behaviour and relationships?

This activity has been developed by Junior Achievement International: Business Ethics Course.



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4. My Coat of Arms

In the Middle Ages, individuals were identified by their Coat of Arms. They were often in the shape of a shield. The symbols used on coats of arms were chosen to represent an individual or an entire family.

Create a template of the shield for pupils. Ask them to create their own Coat of Arms that would be based on their values, accomplishments, ideals. They can also explore the heraldic symbols, or just create their own ones. Let them think about their core values as they will take the biggest space of the coat of Arms. Give pupils time to present their Coat of Arms and explain what all symbols and colours mean.

5. Sustainable thinking

What entrepreneurs and each of us should always have in mind is that what we do today will have an impact on our and everyone's tomorrow. This entails thinking what consequences an action might have on the community, environment, economy and society as a whole.

Fair trade is a good example of a topic that you can tackle in the classroom. By learning more about fair trade, students can learn more about the relationships between farmers, businesses and consumers and how we can produce food in a sustainable way. Explore and use activities of Fairtrade foundation: <http://schools.fairtrade.org.uk/resource/#page-1> ■

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RESOURCES

Entrepreneurial people have to be able to manage the resources they have and need while transforming their ideas into actions. This applies to every walk of life: everyone, not only entrepreneurs, have to learn how to get the best out of the resources they have available or that they can obtain. Entrepreneurs have this ability to pull all the resources they need to transform their ideas into value for others.

Resources are here understood as both material and intangible assets. They refer to both personal and external resources. This is because developing an entrepreneurial mindset entails obtaining and organising external resources – from budget and material assets to attracting and motivating people – as well as getting the best out of yourself. The competences that are tackled here will boost the self-efficacy of your students, their empathy, their understanding of other people and of themselves.

The competences that are part of this area are all aimed at developing life skills of students. Most of them will empower students to foster their social and emotional intelligence, and equip them with transversal and soft skills that are central for any endeavour and can be used at any stage of their life. One competence (financial literacy) will provide them basic skills for life and independence.

RESOURCES

Based on
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Self-awareness and self-efficacy
Believe in yourself and keep developing

Motivation and perseverance
Stay focused and don't give up

Mobilizing resources
Gather and manage the resources you need

Financial and economic literacy
Develop financial and economic know how

Mobilizing others
Inspire, enthuse and get others on board

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Self-awareness and self-efficacy

Every teacher has met during their career one or more students who were not able to judge the value of their work. Some overestimated their performance, some underestimated it, and others were simply unable to evaluate how they did in an exam or task. Knowing one's strengths and weaknesses is the first step towards improving. We all know that we never stop learning, and here below you will find a series of methods on how to support your students in developing and becoming better at reflecting on their abilities.

1. Throw away negative thoughts

Give students several slips of paper. Instruct them to write down statements of why they believe they cannot be successful in your class. You can give them statements or examples to help them along, such as "I think I am too lazy to study for this class" or "I don't think I am smart enough." Make sure you let them know that no one will see what they write and this is for their eyes only.

Also, you can allow them to write down other negative thoughts about themselves, such as "I feel I am too fat". You might even share with them negative thoughts you had when you were their age. Students like hearing we empathize with them and share their experiences. Then make a big show of discarding these negative thoughts. Have students rip these papers and throw them in the wastebaskets.

Be the example and go first and let them see you throw away your negative thoughts. Then give students several slips of paper. Instruct them to write down positive statements about themselves. They can complete this statement, "I believe I am smart enough to..." and write action statements.

Instruct them to carry these statements around with them throughout the year in either a purse or wallet or similar item. They will also need to read them from time to time. Be the example and read to them some of your positive statements.

This activity has been developed by Shelly S. Terrell (www.shellyterrell.com)

2. Skills and strengths quiz

Give your students opportunity to assess their skills, to identify their strengths and weaknesses, set goals and reflect on their progress together with peers and a teacher. You can use an activity provided by Hyde Park Junior School in Great Britain.

1. Give your students the quiz and the description of the skills at the beginning of the school year or a project as a starting point for their self-assessment and also identifying roles in the project work;
2. Ask students to keep evidence of their achievements connected with each skill;

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3. You can inspire them to set the goals and the tasks in order to develop certain skills;
4. Revisit the quiz during the course of the project or after a set period of time to reflect on students' progress;
5. Let students exchange the outcomes with peers, give them feedback and continue in the process of development.



Enterprise Skills Skills for life

Skills that employers want

What that means

Young people's evidence



Communication interpersonal skills

The ability to clearly explain what you mean, through written and spoken means, listening and relating to other people and acting upon information and instructions.

"I made sure that my PowerPoint presentation was clear and made sense. I then practised it before presenting it to the rest of my class."

"I listen carefully to my football coaches and follow the instructions they give me."



Problem solving

The ability to understand a problem by breaking it down into smaller parts, then research and reflect on the issues and the different possible ways to solve the problem.

"The paper mache I was using didn't seem to be sticking. I looked at other people's work and their glue was not as runny as mine. I decided to use less water."

"When we went for a walk, we reached a dead end. We went back the way we came and looked for signs and posts to go the right way."



Making things happen

Having new ideas of your own which can be made into a reality, putting the ideas into action, and seeing a project or task through to the end. A 'can do' attitude.

"During dance we built up our routine by practising and adding new movements. Sometimes we forgot parts but we rehearsed so it was great when we performed to the whole school!"

"It took me a long time to make my lego ship but it was worth it in the end. I took it in to school to show the finished version and explained how I made it."

Know your Strengths

Quiz

- 1) Which of these best explains how your friends would describe you?
 - A. Organised, outgoing and helpful?
 - B. Creative, unique and artistic?
 - C. Calm, precise and thoughtful?
- 2) If you had to choose, which of these activities would you do at lunchtime of after school?
 - A. Play sports, take part in a debate or be a representative on the school council?
 - B. Rehearse for the school play, choir, orchestra or work on the school magazine?
 - C. Be at a chess club, in the computer room or library?
- 3) What is your ideal clothing style? Is it:
 - A. Designer – you like to be a trend-setter, following fashion and usually being the first in your crowd to be wearing the latest trend?
 - B. Unique – You've an eye for the unusual. And can often be found in the charity shops or markets and sometimes customise your own clothes?
 - C. Bargain hunter – you know a good deal when you see one and are prepared to wait for it. You make the most of the sales and your mates are in awe of your ability to root out a bargain. Before you buy the jeans your after you check you can't get them cheaper anywhere else?
- 4) It's your mate's birthday. Do you:
 - A. Organise a surprise part or a collection amongst all their friends to buy them something from all of you that they really want?
 - B. Make them a present yourself – they would prefer to have something that you have spent time making and anyway you haven't the money to buy them something they really want?
 - C. Buy the perfect present – you have spent weeks working out what they want and you have saved up for it?

You can download the full quiz here: <http://www.tesguide.eu/tool-method/skills-strengths-quiz.htm>

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3. Team development through Skills Analysis

In this activity pupils seek to recognise the skills inherent within a team or are needed for a group to achieve a goal/complete a task. This activity shows that self-awareness and self-efficacy apply to teams as well as to individuals. By presenting a group challenge (which could be an assessment or in-class group activity) ask the students in the group to identify the roles needed to achieve and deliver this task.

The task could be a research study, a group project. Firstly, ask pupils to identify the number and type of roles required to deliver the proposal, project, or group challenge. Typically, they will focus on the project deliverables, but ensure that they also think of the skills needed within the project, such as communication; team leader; organised; patient; good listener.

Using flip chart paper, they can start to shape these responsibilities into roles or jobs. Some of their skills may link directly to roles, others may be standalone elements that they wish to see in the team and these can be identified on Post-its.

Provide images of people or a new piece of flip chart and ask them to present the roles required to deliver the job/meet the challenge. This can be presented to the group, or a poster-showcase can be created which includes the brief/project and their proposed solutions (job roles and skills).

In order to review the skills developed in this task it is important to review the process with the group as well as

the outcome. Reflection questions can include:

- Who demonstrated leadership?
- Who analysed the task most effectively?
- How did you overcome any barriers – or “stops” in your work?
- What resources did you rely on? What networking skills supported this task?

Ask the group to reflect upon the skills analysis they have undertaken and their ability to meet the challenge/task. What do they need within their team to be the “dream team” and what qualities would they need? What steps do they need to take (personally and professionally) in order to develop their skills as a team player for this challenge?

This activity has been developed by Etctoolkit.org.uk

4. Assessment for learning method

This method can be described as a process that uses assessment in a way that allows teachers to understand how and if learners are learning, and thus adjust their teaching strategies to the learning achievements of pupils. At the same time, this allows students to understand how much they have learned, thus empowering them to adjust their learning strategies. The aim of this assessment is to provide feedback to both teachers and learners so that both parties can reflect on their teaching/learning and improve it.

Here are some examples of how to do it:

- **3-2-1:** Have students write or talk about 3 things they

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learned, 2 things they still want to learn, 1 question they have. You can use different numbers or questions.

- **Peer Quizzes:** Students write their own questions about the content and then quiz each other. They would also spend time going through the incorrect answers with each other to enhance their understanding.

- **5x5 Journal:** Journaling has been proven to be one of the best reflection tools around for learning. Have students journal about the five most interesting ideas they discover during a lesson. Next, they identify five things that resonate with them about each idea and explain why. More ideas: <https://globaldigitalcitizen.org/15-assessment-activities-fast-formative>

5. Reflection

Ask pupils to think about a challenging task they performed recently. It could be school related or something they did at home or with their friends. What were the first thoughts they had about their ability to complete the task? Were they positive? How do they think this influenced their ability to complete the task? Were they negative? How did these thoughts make them feel about completing the task?

Let pupils write down possible positive thoughts they could try next time when facing challenging task. ■

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Motivation and perseverance

It is hard for any student (and teacher alike) to keep their motivation up at any time. Determination and resilience ensure achieving our goals. Yet many students simply give up, lose focus, and find it hard to accept their failures. The activities suggested in this section will allow you to understand how, as a teacher, you can influence the motivation and attitudes of your students, and how you can support them in staying determined.

1. Genius Hour

Genius Hour is an inquiry –based learning project in which students work on their individual projects focused on their passion. Genius Hour was introduced by the companies Google and 3M. These companies give their employees 20% of their time to work on a passion – driven or non-work related project.

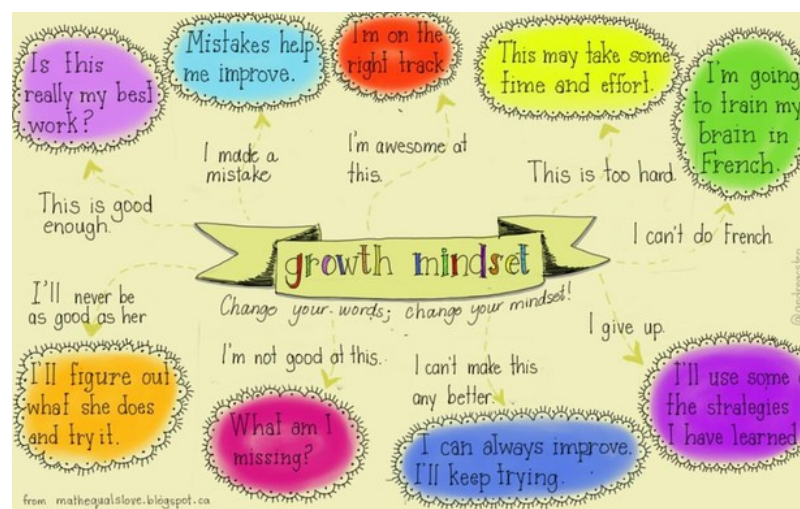
Can you give your students 20% (or maybe just 10%) of classroom time where they can explore, learn, create, invent or follow any passion that they have in life? Can you give them such creative freedom?

Learn more about Genius Hour here: <http://www.geniushour.com/what-is-genius-hour/>

2. How to praise children

The right attitude is important if we want to achieve our goals. Don't praise their talent, intelligence and their

results because they will not go for challenges next time. They will be afraid to fail. Praise the effort, their focus and perseverance, their struggle for improvement. This is the way to resilience. Create together with your students a chart with growth mindset statements, like here in this picture.



3. Why you need to fail

Ask students to take a few minutes and think about a time when they made a really bad mistake. Let them write down what happened: what was the mistake, why did they make it, how did they feel, what could they have done differently?

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Ask students to reflect a bit more and write down what they learned from making the mistake (perhaps about what they were trying to accomplish or about themselves). Divide them into small groups and ask them to share their experience with others or give students a challenge.

“Be an investigative reporter and ask as many different people as you can to tell you about a bad mistake they made and what they learned from it. Write down their answers. Type up all the answers you collect and share them with classmates.”

4. Mindset wisdom

Ask students to describe in writing a time when they worked really hard. Give them questions: What made you work so hard? Did you ever feel like giving up? What kept you going? How did it turn out? What did you feel when it was all over?

Let them share their reflections in small groups. Ask them to pick a skill they would like to learn or improve and make a seven-day plan for how to practice the skill for an hour a day, including ideas and tips from friends, teachers. Give them time to do it and keep daily journal on how it’s going. After seven days let students share their journal and reflect on it.

This activity has been developed by WKCD (What Kids Can Do), www.wkcd.org ■

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Mobilizing resources

There is a tendency, when preparing lessons, to make sure that all resources are available to students, so that the lesson will run smoothly. However, we could also plan for some more challenging lessons, where students themselves will have to make sure to get, gather, and manage resources. The ideas proposed here will enable your students to come up with alternative solutions when not all the resources they would need are available.

1. The Creative Glasses challenge

Challenge your students to create Creative Glasses. The glasses would be used to foster students' conscious attitude of searching, and training themselves to see beyond the obvious, to be able to observe from different perspectives, to detect problems and to seek solutions, to see something as daily as TV with a new perspective. Give students a sheet of rubber-like material, from which they need to create "creative" glasses in groups of four. These "creative" glasses will enable them to see things from a different perspective. However, in this case, the process is more relevant than the output. Students are given 20 minutes to create their glasses. They are free to leave the classroom and use the resources at hand.

PROBLEM: There are no scissors given nor at sight, but if they find any, of course they can use them.

This activity helps students by highlighting the importance of coping with limited resources and having a good time

management. If you want to go one step further you can ask your students to explain the process of creating the glasses by making a poster, mind map, etc.

This activity has been developed by Paz Fernández de Vera (@pazfdevera), teacher of training and career counselling in VET education, from Spain.

2. Dragon Fire project

Set pupils real challenges in which they have to generate real solutions and so acquire knowledge and skills in designing, making and selling a product or service.

Sessions include:

1. Selecting job roles, choosing the right person for the right role and working together in teams;
2. Product design, development and costing/pricing;
3. Production and safety;
4. Sales and marketing;
5. Customer service.

Although pupils can offer a service, the product has to be able to be "real" and something that they can provide or produce. The project works best when the product has a theme, for example, making something for a special occasion. Students will need several weeks to complete the whole process.

Read more here: <http://www.tesguide.eu/tool-method/dragon-fire-project.htm> ■

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Financial and economic literacy

By teaching your students about money, you help them discover the relationships between earning, spending, and saving. This competence can cover a wide range of aspects, from managing weekly pocket money to creating a plan for the long-term financial sustainability of a project. Children and young people should understand the value of money. Financial literacy can begin at a young age with simple money concepts such as counting coins and making change for purchases. Older students can learn about savings accounts and creating a personal budget. Here below we propose several activities for different age groups.

1. Personal budget

Challenge pupils to keep track of everything they buy in the following month for their personal use, not for family. Ask them to keep track also of their “income” (pocket money from parents, grandparents, earnings, etc). After one month let them compare their income and expenses. Ask them to set a long-term goal (buying new smartphone, dream trip).

Let them go through their expenses and reduce them 10% so that they could “start saving money for their dream product”. They need to prioritise and think of what their needs and wants are.

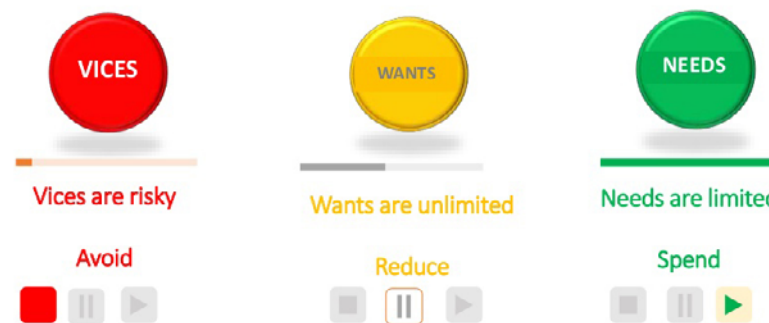
Ask them to repeat this activity the month after. Reflect on this experience and discuss with them the advice of

successful people: “Never spend all money received, but always save at least 10% of any income”.

2. Think twice before spending

Ask pupils what they and their parents bought last month. Split them into groups and ask them to write down the articles in a document. After, provide them with the following image, explain it and ask them to decide whether the articles in the document are vices, wants or needs. Discuss with them possible changes in the list of articles, how it could be reduced...

Tips for a smooth financial life



Think twice before spending

<https://www.slideshare.net/lohynova/simple-activity-to-teach-financial-literacy-at-school>

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3. 20€ to celebrate

Split pupils into groups (2-4). Ask them to realise fictional shopping with 20€ to prepare a birthday party for invited friends. To know the price of certain articles, they can search on the Internet or use the leaflets of some shops (you can prepare them for pupils).

Pupils first write in groups what they want to buy for the party (food, drinks, decoration...). They make a list of all articles and add a price to each. Then they have to fit into 20€, so probably they will need to prioritise and to make compromise within the group.

Let groups present their purchases and compare their outcomes. Ask them to give feedback to each other.

4. My first vacation

Ask your students to plan their own vacation. Ask them to set expectations about the vacation and then tell them the maximum budget they can spend. Students will have to figure out how they are going to get there, to organize accommodations, as well as the activities they expect to do at their destination.

This activity has been developed by Youth Start (http://www.youthstart.eu/en/challenges/my_first_vacation/) ■

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Mobilizing others

Developing this competence will allow your students to inspire, engage, and get others on board. Communication skills, persuasion, and negotiation will enable them to persuade, inspire, lead. The activities proposed here apply to every subject and can be adapted to the age group you teach to.

1. Rhetoric triangle

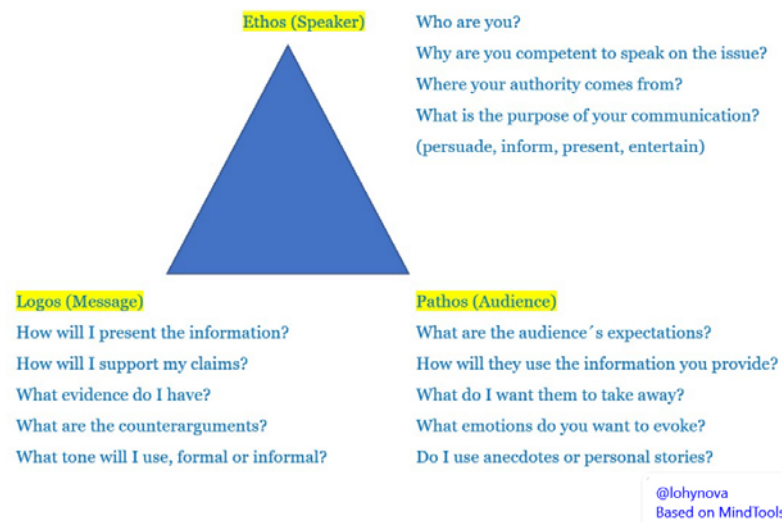
Rhetoric is the ancient art of using language to persuade. Teaching pupils how to apply principles of rhetoric will help them to prepare arguments and present for different target groups. First, explain pupils the 3 elements of the triangle.

To be fully effective and persuasive, your communication must appeal to all three of the elements of the Rhetorical Triangle. An argument that is purely based on emotion won't last for very long. Likewise, if all you do is present facts and figures, you will lose your audience's interest and they won't be able to relate to what you are saying. Finally, you can be the most credible person there, but if you don't make sense, or your arguments aren't logical, you won't be considered credible for very long.

Ask students to prepare a speech to persuade different stakeholders to support their idea (it can be raising money for the technologies in the classroom or for a charity project). Split pupils into groups and each group

will prepare their speech adjusted to "their audience" (investors, parents, headmaster, local authorities). Let groups present their speech or presentation and give feedback.

This activity is based on www.mindtools.com



2. Develop Leadership

There are 3 levels of leadership you can develop at school:

- 1. Self-leadership** – is taught at school; a teacher is always asking – does anybody have a different opinion?; a good teacher supports thinking of the students, this is a way to support independence.
- 2. Being active** – give your children the opportunity to

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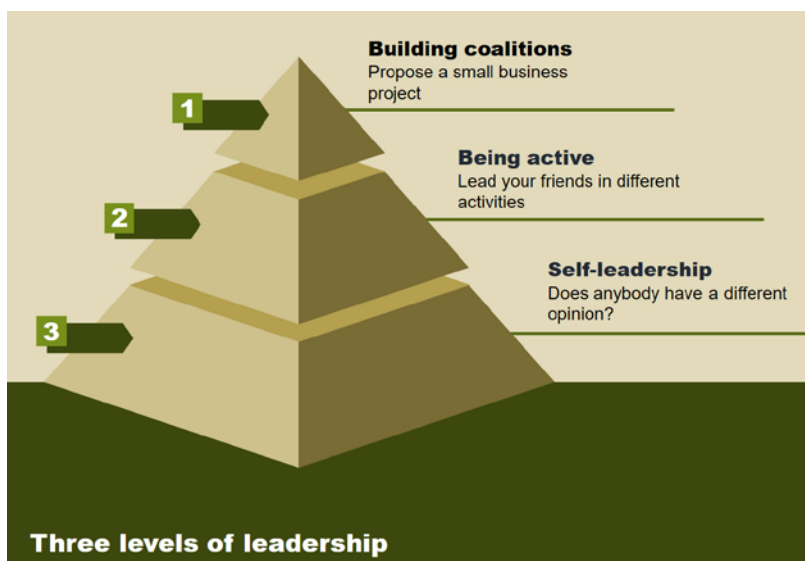
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lead their friends in different activities such as: outdoor sports, music practice, give them experience in public speaking.

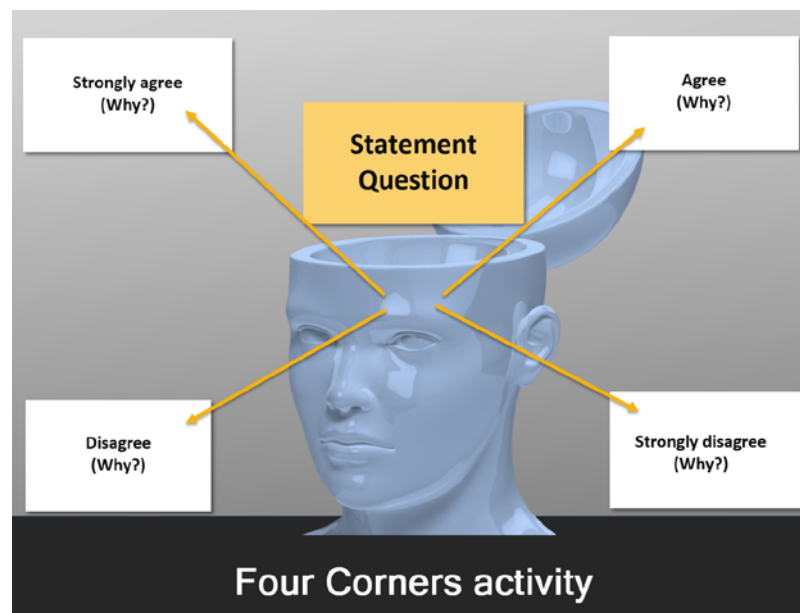
3. **Building coalitions** – short and specific (e.g. raising money for charity); propose a small business project for your children that could be done at your school, inspire your pupils to think about “What can we do to help environment/elderly people in neighbourhood...”



3. Four corners

This activity can be used in every subject. Present pupils with a controversial statement or ask an open-ended question that is related to your topic. Then give students 4 different possibilities of response/opinions, each

response to a different corner of the room (for instance strongly agree, agree, disagree, and strongly disagree). Then ask students to go to the corner according to their preferences of response. Students in each corner have to discuss their reasons for selecting that corner and prepare their arguments to persuade “other corners”. They select a representative who will speak on behalf of the whole group. Each group is asked to present their arguments and prepare questions for other groups. The second round is answering the questions. The aim of this activity is persuade members of other groups to change their mind and “the corner”. The winning group is the one who was able to persuade members of other groups to change their opinion.



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4. Role play

Organize a role play where every person is selected to play one role: one will present an idea; one is a sponsor; the rest of the group are reporters who will create a story around the idea.

1. Start the role play. The presenter must try to convince the sponsor that this is an idea worth investing in. The reporters observe and take notes. Allow two minutes for this step.
2. Afterwards, simulate a press conference where the reporters will question the presenter and the sponsor.
3. Give the reporters three minutes to write a rough draft of their article. Ask someone to read out what they have noted.
4. Any new insight will help to further develop the idea for presentation and implementation.

This activity has been developed by www.tesguide.eu ■

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INTO ACTION

What is the point of having great ideas if we are not able to turn them into action? Entrepreneurs are good at doing rightly so: they carry out what they intended to do, they do not give up when facing adversities, they take up the next challenge and make things happen. Certainly, these characteristics – and the ability to get things done – are appealing to anyone.

Turning your ideas into action requires taking the initiative and planning activities by defining goals and priorities. Every entrepreneurial mind has the ability to cope with uncertainty by showing flexibility, adaptability, and good decision-making. Again, all these aspects support students in becoming autonomous and independent. Nevertheless, part of the competences described here below are also aimed at improving the way to work with others, and to learn from others (be it from their peers or from mentors and role model).

One of the aspects that is going to be underlined here is the importance of learning from experience. Entrepreneurs are good at learning (and improving) from success as well as from failure. Reflecting on what worked and what did not will allow your students to become better learners. Failure is not seen as a judgement but as an opportunity to learn from, something that will help you perform better in the future.

INTO ACTION

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Taking the initiative
Go for it
Take up challenges

Planning and management
Prioritize, organize
and follow-up

Coping with uncertainty, ambiguity and risk
Make decisions dealing
with uncertainty,
ambiguity and risk

Working with others
Team up, collaborate
and network

Learning through experience
Learn by doing
Reflect and learn
from both success
and failure

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Taking the initiative

Taking the initiative means being independent and pro-active, carrying on with tasks without the need of someone guiding you, taking responsibility of your own work. Although not always easy, taking action and giving responsibility can be done even with very young children, while certainly providing them with scaffolding. The ideas below suggest you how to promote initiative taking in the classroom.

1. Pimp my Furniture

This is an example from a Norwegian school. The school was given 40 old chairs. The students, seeing an opportunity for setting up a viable business, decided to recycle them in a creative way - to fix them up in different styles and then to sell them in the local community.

You can challenge your students to do a similar project at school.

Read more here: <http://www.tesguide.eu/tool-method/pimp-my-future.htm>

2. Make a Difference Day

It is important for pupils to feel that they are valued members of the community. Enable them to do something good for their community. Present them with this quote of John F. Kennedy: 'One person can make a difference, and everyone should try!'

The main idea is to open the eyes of pupils, so that they become aware of the world and how the world needs everyone to make a difference. Discuss with them how they can contribute. Follow the steps below:

1. Divide pupils into teams and let them brainstorm ideas "How can we help....? What are the needs or problems of the community?"
2. Let them discuss and choose one idea and prepare a presentation with the following points:
 - What can we do?
 - For whom?
 - What do we need to make it happen?
 - How much time do we need to organise it?
 - How much money do we need, where can we get the money from?
3. After presenting and discussing, choose one activity (or more) and begin to plan and organise.

Examples: assistance to the elderly or disabled with chores, coordinate a recycling activity, clean up the surroundings of the school or public park, collect food for homeless, etc.

3. Encourage questioning

To take initiative we should know how things work and how we can improve them. For this purpose, it is important to be curious and ask questions. Don't reward

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just the answers of your students, but also questions. Our schools have usually “the answer-based” system and in some cultures questioning is seen as a sign of weakness or even provoking. Questioning develops curiosity and creativity.

Create conditions where pupils feel safe and encouraged to ask questions. Also when introducing a new topic, ask pupils to come up with questions about the topic. The second-grade teacher Julie Grimm uses a “10 by 10” exercise, in which kids are encouraged to come up with 10 great questions about a topic during a 10-minute span. You can implement also Five Whys. It is a method that helps you and your pupils to go deeper and understand the process and also find solution to a problem. Let pupils generate 5 Whys. You can help them generate the questions in the beginning.

Example taken from www.amorebeautifulquestion.com

4. Catch Pupils Doing Right

We often try to “catch” pupils doing something wrong, but we can support their initiative also catching them doing right, taking the initiative, doing something without being told. How can we do this? First, discuss what it means to do the right thing. You can make a list of right deeds and also let “open space” for students to contribute.

Keep notes when seeing the initiative of someone (it could be taking care of something, helping peers). Ask every week a couple of pupils to help you to ‘catch others

doing right’. Give a chance to everybody to be your co-catcher. Create certificates for pupils with their good deeds. You can establish a noticeboard with certificates for most active pupils. This will help not only to support the initiative but also improve pupils’ behaviour.



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5. Go for a challenge

Create a culture of “challenges” in your classroom. Get inspired by <http://www.youthstart.eu/en/challenges/> ■



Hallo, ich bin Lewi und freue mich auf spannende Aufgaben mit dir!
Hi, I'm Lewi. Let's do some fun activities!





































Trio Model

DE LASS UNS DEINE IDEEN FINDEN UND UMSETZEN!
EN LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!

DE MACH DIR UND ANDEREN MUT UND PROBIERE ETWAS GANZ NEUES!
EN DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!

DE SETZE DICH UND DEINE IDEEN FÜR ANDERE MENSCHEN EIN!
EN USE YOUR IDEAS TO HELP OTHER PEOPLE!

Entrepreneurial Challenges

<p>IDEA CHALLENGE Ideen ins Rollen bringen Get your ideas moving forward!</p>   <p><input type="checkbox"/> TICK BOX IF ACCOMPLISHED</p>	<p>HERO CHALLENGE Du bist mein Held You're my hero</p>   <p><input type="checkbox"/></p>	<p>EMPATHY CHALLENGE Meine Gefühle - Deine Gefühle My feelings - Your feelings</p>   <p><input type="checkbox"/></p>	<p>STORYTELLING CHALLENGE Meine Kreativitätskartei Creative storytelling</p>   <p><input type="checkbox"/></p>	<p>BUDDY CHALLENGE Freunden Mut machen Empower your friends!</p>   <p><input type="checkbox"/></p>	<p>MY COMMUNITY CHALLENGE Verantwortung übernehmen Assume responsibility</p>   <p><input type="checkbox"/></p>
<p>IDEA CHALLENGE Wert schaffen Creating value</p>   <p><input type="checkbox"/></p>	<p>LEMONADE STAND CHALLENGE Markt erleben Gathering market experience</p>   <p><input type="checkbox"/></p>	<p>PERSPECTIVE CHALLENGE 20 Euro auf der Spur Tracking 20 Euros</p>   <p><input type="checkbox"/></p>	<p>TRASH VALUE CHALLENGE Aus Alt mach Wert Recycling adds value - new creations from the rubbish bin</p>   <p><input type="checkbox"/></p>	<p>OPEN DOOR CHALLENGE Spuren suchen Find the way!</p>   <p><input type="checkbox"/></p>	<p>DEBATE CHALLENGE Reden wir! Let's talk!</p>   <p><input type="checkbox"/></p>
<p>MY PERSONAL CHALLENGE Mein Preis- und Wertgefühl entwickeln What's it worth?</p>   <p><input type="checkbox"/></p>	<p>START YOUR PROJECT CHALLENGE Mein erstes Projekt My first project</p>   <p><input type="checkbox"/></p>	<p>EXTREME CHALLENGE Ziele im Sport erreichen I can do sports</p>   <p><input type="checkbox"/></p>	<p>BE A YES CHALLENGE Meine Stärken My strengths</p>   <p><input type="checkbox"/></p>	<p>EXPERT CHALLENGE Feedback geben Giving feedback</p>   <p><input type="checkbox"/></p>	<p>VOLUNTEER CHALLENGE Freiwillig helfen I can volunteer</p>   <p><input type="checkbox"/></p>

Das LEWI-Programm stärkt die Eigeninitiative und den Unternehmergeist für Kinder ab 9 Jahren. Details: www.youthstart.eu
 The LEWI Programme empowers kids from the age of 9 and enhances their entrepreneurial skills.

Credits: Initiative for Teaching Entrepreneurship www.ifte.at & Impulse Centre for Entrepreneurship Education www.eesi-impulszentrum.at
 Contact: johannes.lindner@kphvie.ac.at

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Planning and management

Planning and organising entails setting goals, defining priorities, designing an action plan, monitoring your progress against what you were set to do. This is a competence that can be applied to any endeavour – from designing a business plan to organising your homework schedule for the week. The ideas below provide you with some inspiration for supporting your students in becoming more organised and more proficient in planning forward.

1. SMART goals



Teaching pupils to set goals is very useful for their life. Empowering students to set their own goals is a big motivator. Goal setting teaches responsibility for outcomes, it teaches also time management skills. Did you know that written goals are over 80 percent more likely to be achieved? Discuss with your pupils, ask them whether they have such an experience. Teach students to set goals that are SMART.

Ask them to write down 3 goals in their personal or school life that could be achieved next month. Explain them that the goals should be SMART. Let them choose one goal that would make the biggest positive impact in their life. Ask them to visualize the goal and create a timeline with the steps to achieve it.

2. Planning a project or an event

When planning a project, pupils should be able to define goals and develop a roadmap of how these should be achieved. It also includes setting priorities and resources. When implementing a plan, it is important to monitor progress and adapt the plan when necessary.

How to plan a project or an event? The simplest way is to use Post-its. Split pupils into groups and give them post-its. Ask them to write down all activities they think are necessary to do, to carry out the project. They should write one activity on one Post-it. Give them time to present.

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The next step is to summarise the activities, choose the ones that are needed to be done and prioritise. Ask pupils to stick the post-its on a big sheet of paper as a timeline – what needs to be done first, what next... When doing this, set also the deadlines for each activity and also who is responsible for each activity. As a result, you can create the final timeline or a calendar of activities, place it on a visible space in the classroom and monitor progress done.



3. What would your best life look like?

Ask pupils to describe their ideal life in detail. They should imagine their life 5 years from now, or even more (20, 30 years) and answer the questions: How do I feel about

myself? What kind of people are there in my life? Where do I live? What is my profession? How am I dressed? What have I accomplished already?

You can add more questions to answer. They should focus on the result. The next step is to create long-term goals and short-term goals to make the vision real and then an action plan to achieve the goals. ■



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Coping with uncertainty, ambiguity and risk

Schools are generally risk averse, and rightly so. However, when young people face a situation that is uncertain or risky, they might not have had the experience to overcome the obstacle. When we make choices, we are always faced with the possibility of risk. The ideas we share here will help your students assess possible risks, evaluate them before hand, and set up strategies to mitigate or avoid risks.

1. Risk it

A nice activity to do with your students is the Risk it game, developed by the Welsh Government. You can find the slides that relate to this activity on www.slideshare.net/europeanschoolnet/managing-risk-big-ideas-wales

2. “Failure Week”

Implement a “Failure Week” in your classroom to encourage pupils to take a risk. This idea comes from a girls’ school, Wimbledon High School. The headmistress, Heather Hanbury, said she had placed a great emphasis on developing resilience and robustness among the girls and wanted to show “it is completely acceptable and completely normal not to succeed at times in life.” When you implement it, it is important for pupils to teach them “How to fail better”. Read about it here <http://blog.gdst.net/post/17155939514/when-failure-is-an-option>

7 Ways to Fail Better
 "Ever tried? Ever failed? No matter. Try again. Fail again. Fail better."
 by @inner_drive | www.innerdrive.co.uk

After a failure how many of these questions can you say yes to?

- 1 Were you trying something new?
- 2 Were you still motivated afterwards?
- 3 Was it the right thing to try at the time?
- 4 Did you ask for feedback?
- 5 Did you use the feedback you were given?
- 6 Have you reflected on the experience?
- 7 Are you clear on what you would do differently next time?

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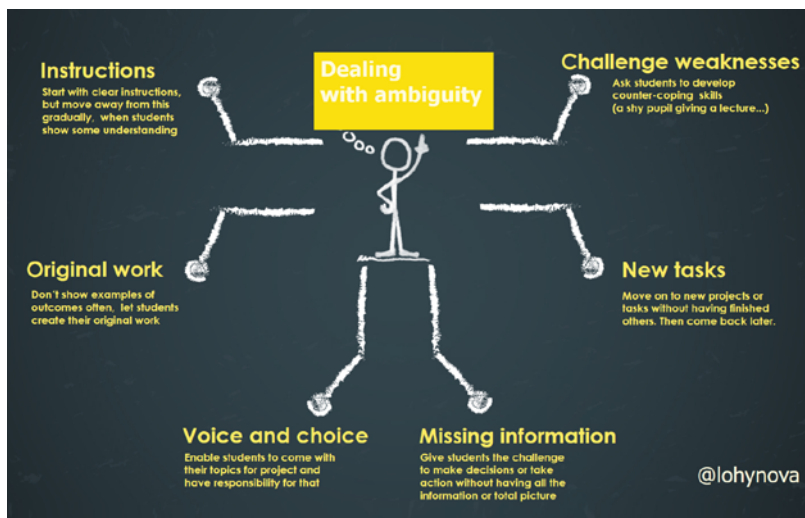
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3. Dealing with Ambiguity

Ambiguity means that things around us may be unclear to us. Do you like things in order? Do you like things to be black and white? They are not.

Change is the only certainty in this world today and the pace of change is increasing. Ambiguity creates uncertainty and stress. However, to be successful today you need to be good at dealing with ambiguity. How to develop this skill at school? Have a look at the image below.



4. CV of failures

A useful technique for facing failure, which could be easily adapted to a classroom activity is the CV of failures. To learn from a failure, you have to “own” it. You have to

figure out what went wrong and what you should do better next time.

Challenge your students to think and write down everything they have tried but have not managed to succeed in during a project/school year, etc. Ask them also to describe what they have learned from the experience. This helps them recognise their mistakes and prevents them from repeating them in the future. It will also make them think about how they managed to improve, which is very important for self-development and self-confidence. To make the process more fun, pupils can create a visual CV of failures, present them in front of the class or in a small group and discuss the lessons learned. ■

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Working with others

Entrepreneurial people can be perceived as solitary venturers. However, very often, entrepreneurial minds put aside their ego and ideas and listen to others. Being able to cooperate, to work together, to contribute to group results allows everyone to improve. Working with others is about accepting other people's point of view, being tolerant and empathic. The lesson ideas in this section will foster group work and cooperation.

1. Collaborative learning activities

Collaboration means that:

- Students work together;
- Students have shared responsibility for their work;
- The learning activity is designed in a way that requires students to make substantial decisions together;
- Student work is interdependent, requiring all students to contribute in order for the team to succeed.

There are lots of free tools that enable pupils to collaborate and create a common outcome (collaborative story, timeline, video, e-book, blog, mind map...). Get inspired and choose right online tools here <http://www.educatorstechnology.com/p/teacher-tools.html>

These tools enable you to collaborate also with other classes from different countries. You can easily find project partners and create and carry out joint projects within the eTwinning network. Explore www.etwinning.net,

register there and give your pupils a chance to get ready for their future international projects. You can use the gallery of projects to get inspiration and start collaborative journey with other countries.

2. The jigsaw strategy

Split pupils into small groups – jigsaw groups. Give all groups the same task – or an open-ended question to answer. Then each member of the group is responsible to find answers to one question connected with the task. The questions within a group are different. If you have 4 groups with 4 members each, then in each group there would be members with the same questions to answer. The pupils have to prepare a report and present it to other group members. But before presenting, the pupils doing the research do not go back to their jigsaw group. They meet first with pupils who have the identical question to answer (one from each jigsaw group). They are “experts” in their field and discuss their findings and prepare a presentation to their group members together. Then “experts” go back to their initial jigsaw groups and present – this way they educate each other. The final step could be “testing” what they have learned about the topic. But the test should be a formative one – like quiz. This approach teaches pupils to collaborate and value each other as contributors to their common task.

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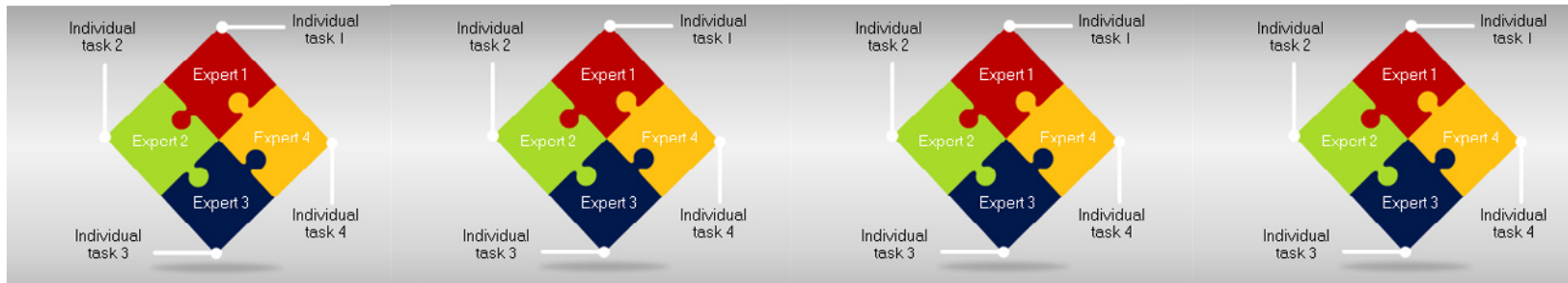
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The jigsaw strategy

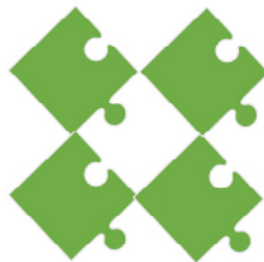
Challenge or task for the whole team



Expert group 1



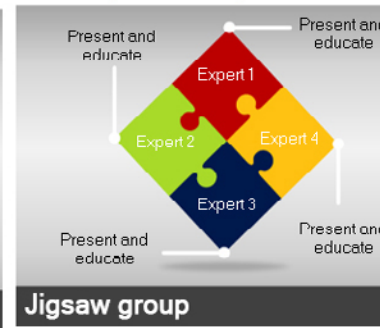
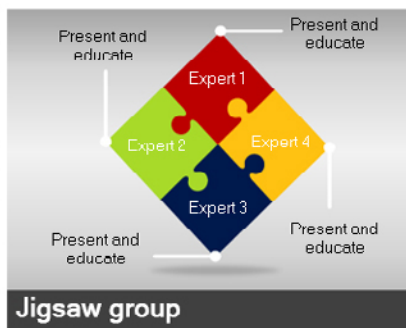
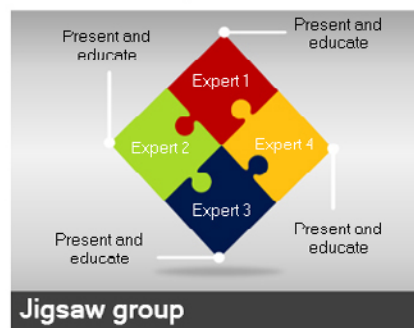
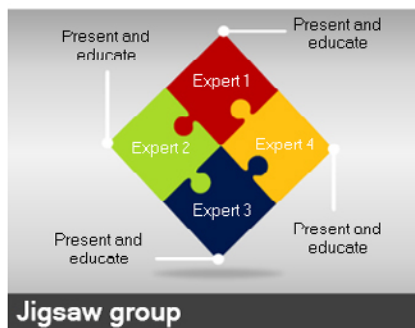
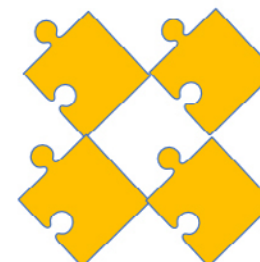
Expert group 2



Expert group 3



Expert group 4



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3. Profile Cards

Entrepreneurial minds recognise their own strengths and limitations and they can evaluate how they can contribute to team work. They see the potential other teammates have and appreciate diversity of skills and knowledge. When working in teams on collaborative activities, members of the team should support each other in their learning needs. Each member of the team should have an individual responsibility according to his/her role in the team. This enables interaction between the students and the feeling of being responsible for the team results.

It is important to ensure that each member believes that he/she can contribute to the team work. Students should be grouped based on what each of them can contribute academically. How to do it?

My profile card

Personal traits:	Name:	Skills:
Interests outside of school (<i>playing piano, video games, writing poems, basketball...</i>):		
Subjects I am good at:	3 strengths:	
Subjects I am not good at:	3 weaknesses:	

Ask students to create their Profile Cards. Students evaluate themselves regarding their strengths in subjects,

skills, weaknesses. This can help teachers to make teams and differentiating lessons. Help students by providing them the list of skills and personal traits. You can get inspired on blog.timesunion.com/careers/the-10-most-important-personality-traits-for-career-success/633/ ■

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Learning through experience

The set of activities that are presented here are probably at the core of what you do: teaching your students to learn. In an entrepreneurial context, this means: learning from mistakes, learning from others, learning by doing. It involves reflecting on your learning and taking every experience as an opportunity to learn from.

1. Project-based learning

Offer your students “active learning.” Instead of sitting quietly in the audience, let them experience the magic of asking questions, discovering information and exploring ideas themselves and then of course creating and presenting to real audience. Connect their learning to the real world.

Learn more about how to implement PBL at school here: <https://www.slideshare.net/lohynova/how-to-implement-pbl-steps>

2. Gibbs Reflective Cycle

We all learn best from experience. But it is important to reflect on our experience, understand what we did well and we could do better next time. To teach students to reflect, use this useful model. This model was published by professor Graham Gibbs in 1988.

<https://www.slideshare.net/lohynova/gibbsreflective-cycle-77394157>

3. Drop Down Day

Schools use ‘Drop Down Days’, also known as ‘off-timetable’ days, to replace classroom lessons with different activities or projects to connect schools with the real world and enable students to strengthen their practical application of skills. Many schools use this model to give students a chance to develop social and emotional skills which are crucial for the success.

Drop Down Days can be carried out differently. Some schools invite experts to deliver workshops, others focus on out-of-school trips. It is possible to use also virtual field trips or have an online videoconference with experts, companies, organizations or peers from other countries. You can organize project days where you mix up pupils from different classrooms who would work together on the topic of their interests. The most important thing is to make learning more relevant for students. ■

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Discover more entrepreneurial resources on www.i-linc.eu

COMMUNITIES



Share ideas, experiences, initiatives, and questions on entrepreneurial teaching and learning with like-minded people. Join the community that suits you best: Entrepreneurship or Entrepreneurial teachers.

MOOC ON ENTREPREUNERIAL LEARNING



The MOOC 'Boosting a Sense of Initiative and Entrepreneurship in Your Students' aims to train and empower teachers in fostering the sense of initiative and the entrepreneurial mind-set of students.

LEARNING OPPORTUNITIES



Find in this extensive repository lesson plans, online resources, MOOCs, self-assessment tools and other teaching and learning material to boost entrepreneurial skills in your students or community.

BEST PRACTICES



Discover initiatives to inspire your future actions if you are looking for ideas to boost young people's entrepreneurial skills. You can also find the organizations in charge of the projects to contact them.

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 645909.

